

CAREER DEVELOPMENT ACTIVITY #2



Title: The World of Work




Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupation exploration.

Objective .0102: Understand the role of work in society.

Time: 45-50 minutes

Materials:

- % Recording of “Nine To Five” by Dolly Parton (available through RCA),
- % “Heigh Ho” from *Snow White* (available through Disney), or another relevant song or movie clip of your choice.
- % *The Real Game*  (Pages 26-30)
- % Student Record Books 
 - “What I Know About the World of Work” questionnaire RB 22-23 (Teacher Copy CD 2.4 - 2.5) The original 4 page master for this is in *The Real Game* 
 - “Sky High Five-Applied” RB 6 (Teacher Copy CD 2.8)
- % Job, Occupation, and Career Definition Overhead (Teacher Copy CD 2.6)
- % Poster: “Sky-High Five” messages and/or overhead (Teacher copy CD 2.7)
- % Overhead projector

Rationale: This activity should be taught the day after students participate in the activity from *The Real Game* called The Dream. Students will be introduced to key career development concepts such as, definitions for job, occupation, and career, as well as the “Sky-High Five” concepts from the Real Game. They will build upon these foundational concepts throughout the TLC course.

What? In what activity will the student participate?

- (1) **[3-5 minutes]** As students enter the classroom, have a tape or CD playing either the song “Nine To Five,” “Heigh Ho,” or another relevant song or movie clip. Use this to emphasize that in just a few years students will be entering the world of work. If they are going to make their dreams from yesterday’s activity come true, they must understand how to succeed in the working world. Explain that today you are going to see how much they already know about the world of work and introduce them to several key concepts that will be used throughout the TLC course and their lives.


- (2) **[25-30 minutes]** Have students complete the questionnaire, “What I Know About the World of Work” from *The Real Game* (student copy included in RB pages 22 and 23) as outlined on page 26 of the facilitator’s guide beginning with item number 2.

It is recommended that the teacher consider having students take turns reading the questions out loud to keep the class working together. You may find it helpful to do one page of the questionnaire and score it before moving on to subsequent pages. Students enjoy holding their thumbs up to show they agree with the statement, putting their thumbs down to show they disagree with the statement, and holding their thumbs horizontal if they don’t know. The key to the questionnaire is found on pages 27-30 of the facilitator’s guide. If you feel the need to discuss answers, **be sure to keep it brief**. Remember that this activity is only an introduction. However, when you come to question six take time to fully define the terms **job**, **occupation**, and **career** (CD 2.6):

job – a position with specific duties and responsibilities in a particular workplace. For example: portrait photographer at the department store in Pleasantville.

occupation – a cluster of jobs with common characteristics requiring similar skills. For example: photographer.

career – the totality of all work - paid and unpaid - one does in his or her lifetime.

Have students turn to the glossary section of the **Student Record Books**  RB 20-21 and write down these definitions.

- (3) **[5-10 minutes]** Introduce the “Sky-High Five” messages found on page 22 of the facilitator’s guide. These messages summarize the important points that students should understand from the What I Know About the World of Work questionnaire. The poster containing these messages should be displayed in the classroom. The teacher can also use the overhead CD 2.7 while discussing the messages. One effective way to introduce these messages would be to hold up an object which illustrates each of them as it is introduced (i.e., a slide rule to illustrate that **change is constant**, a graduation cap to illustrate that **learning is ongoing**, a road map to illustrate **focusing on the journey**, a heart to illustrate **follow your heart**, a yearbook to illustrate **accessing your allies**).

So What? What will the student learn as a result of participation in this activity?

[5-10 minutes] In the **Record Books**  on RB 6 (Teacher Copy CD2.8) have students apply the “Sky-High Five” messages to their lives by answering the following questions:

- 1) How has technology changed your home or school in the past few years?
- 2) Where else can you learn useful things besides school?
- 3) What unexpected event (good or bad) has turned your life in a new direction?
- 4) If you could do, be, or have anything you wanted, what would it be?
- 5) Name at least three allies who can help you along life’s path.

Now What? What can the student do with this new information with regard to career development?

With this introduction to basic terminology and key concepts of career development, students are better prepared for productive self-exploration during the TLC course.

What I know about



Name:

.....

Date:

.....

#	STATEMENT	AGREE	DIS-AGREE	DON'T KNOW
1	Only people who make more than \$30,000 a year pay income tax.			
2	Parents who work can afford to buy almost everything their children want.			
3	Women can make excellent plumbers.			
4	Finishing high school has no connection to how much money you can earn.			
5	An "economic recession" is a surge in business and financial activity.			
6	The terms "job" and "career" mean the same thing.			
7	"Transferable skills" are skills you can pass on to your co-workers.			
8	The amount of leisure time you have depends on your occupation.			
9	Hating your high-paying job is no reason to leave it.			
10	You should start thinking about working life a few years before you graduate from high school.			
11	Receiving a pink slip usually leads to a job promotion.			
12	Improving technology sometimes creates jobs and sometimes takes them away.			
13	Once you graduate from a University or College, the classroom part of learning is over.			

#	STATEMENT	AGREE	DIS-AGREE	DON'T KNOW
14	Math skills are only useful in scientific or technical work roles.			
15	The jobs around today aren't much different from the ones your grandparents had.			
16	Anyone with a job can afford to buy or rent a house and a car			
17	Volunteering can give you skills that can help you get a job			
18	If you're laid off, you may have to retrain before you can work again.			
19	When you have a job, it's easy to save money for the things you want.			
20	Men and women are equally suited to scientific and technical work roles.			
21	The best occupations to pick are the ones that pay the most money.			
22	If you're smart and leave school early, you'll get to the good jobs ahead of your classmates.			
23	What you study in high school can really affect your job choices later in life.			
24	"Gross monthly income" is the money left over after you pay your bills.			
25	When you have a job, you can take a great vacation every year.			
26	The terms "job" and "occupation" mean pretty much the same thing.			
27	When you're choosing among career options, it's good to talk to people who have jobs that appeal to you.			

#	STATEMENT	AGREE	DIS- AGREE	DON'T KNOW
28	It's responsible to take your personality into account when you choose an occupation.			
29	Most people will have more than a dozen jobs during their careers.			
30	Lifelong learning applies to teachers and trainers, but not to other adults.			
31	To plan a successful career, always consider how much money you will make as the most important factor.			
32	Changing technology can affect whether or not you keep your job.			
33	If you work hard and do your best, you'll never lose your job.			
34	Because you will spend a big part of your adult life working, you might as well enjoy life now.			
35	You will have to learn and build skills all your life to keep working in jobs you like.			
36	Your "job description" tells: what you do, where you work, and how many hours you work each week.			
37	One person losing a job doesn't usually affect other people in a community.			
38	"Balancing your budget" means you never spend more than you earn.			
39	When you have a job, you can buy what you want.			
40	Dreaming is important to career planning.			
41	There really aren't many occupations or many jobs to choose from.			

#	STATEMENT	AGREE	DIS- AGREE	DON'T KNOW
42	Unless you're rich, starting a business is never a realistic career possibility.			
43	Job satisfaction is affected by the hours you work, the place you work, the people you work with, and the things you do.			
44	Education and work will take up most of your adult life.			
45	"Sex-role stereotyping" is a guide to the best job to choose.			
46	One of the good things about earning lots of money is always have lots of time to enjoy it.			
47	Nursing is the perfect career choice for some men.			
48	If you have a good education, and work hard, you'll be guaranteed to get the job you want and keep it for the rest of your life.			
49	The most appropriate time to start exploring and planning your career is in Grade 12.			
50	Working in a trade is an appropriate career choice even if you've graduated from University.			

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Job:

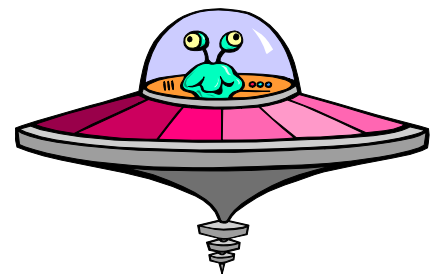
A position with specific duties and responsibilities in a particular workplace.
For example: portrait photographer at the department store in Pleasantville.

Occupation:

A cluster of jobs with common characteristics requiring similar skills. For example: photographer.

Career:

The totality of all work - paid and unpaid - one does in his or her lifetime.



Sky High Five Messages

1. Change is constant.
2. Learning is ongoing.
3. Focus on the journey.
4. Follow your heart.
5. Access your allies.

